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ABSTRACT

Presented are the results of a questionnaire completed by 467 teachers from 32 states who teach English at the elementary school, secondary school, and college or university level. The questionnaire elicited information concerning teacher morale, critical issues facing the profession, the mood of teachers, and teacher curriculum interests and concerns. Among the results were the following: (1) just over half the sample felt more encouraged than discouraged about the circumstances surrounding teaching; (2) 44% would still be English teachers if they had it to do over again but 26% would not; (3) 65% did not think their salary fair and equitable; (4) the sample felt that the single greatest concern of professional organizations for each level should be the teaching of writing by the elementary school teachers, teacher quality at the secondary level, and writing instruction by the college teachers; and (5) competency testing was judged acceptable by teachers at all three levels. (HTH)

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HOW ENGLISH TEACHERS SEE THE PROFESSION: AN INFORMAL SURVEY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DR. ELIZABETH COWAN

MAY 1983

CS208115

December 15, 1983

Dear Reader,

Attached you will find the results from the questionnaire filled in by teachers of English at the elementary, secondary, and college/university level during the spring of 1983. The purpose of this questionnaire was to allow teachers of English to speak for themselves on such topics and issues as teacher morale, critical issues facing the profession, the mood of teachers, curriculum interests and concerns, etc.

The questionnaire was distributed by the Commission on Curriculum of the National Council of Teachers of English during the months of April and May of 1983.

Eight hundred (800) questionnaires were distributed. Four hundred sixty-seven (467) or 58.37% were returned: 172 elementary and middle school, 142 junior and senior high school, and 153 college/university.

Thirty-two (32) states were represented in the questionnaires returned, with the largest number of returns coming from Florida, South Carolina, Colorado, Michigan, California, New York, Louisiana, New Mexico, Tennessee, and Texas.

First, let me identify what this report is not. This report is not a scientific study. It does not result from a random sampling. It does not have as its intention or its approach adherence to formal research methodology.

Second, let me identify what this report is. This report is an impressionistic snapshot of 467 members of the English profession taken during the months of April and May of 1983. This report is a collection of the answers, marked and written, to 59 questions of concern and interest to teachers of English. This report is a fascinating, inside glimpse into what 467 teachers of English were thinking about their work and their lives during the spring of 1983.

Not an official NCTE document

This report, if seen in its correct perspective as an informal, impressionistic study, can be very valuable. From the report future areas of investigation can be identified. Leaders in the profession, particularly in professional organizations, can use the report to assist in setting priorities, in identifying the most pressing concerns, and in spotting those emerging interests and inclinations of English teachers which perhaps will be trends of the future.

Finally, the report is valuable because it is English teachers talking themselves. The conversation that we hear is personal, rings as authentic, and, interestingly enough, seems consistent across the land.

Cordially,

Elizabeth Cowan

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STATISTICAL INFORMATION

SURVEY GROUP DEFINITIONS

GROUP I: (Elementary)

Consists of those responses made by:

Elementary School Language Arts Teachers
Middle School Language Arts Teachers

GROUP II: (Secondary)

Consists of those responses made by:

Junior High School English Teachers
Senior High School English Teachers

GROUP III: (College/University)

Consists of those responses made by:

College Freshman English Teachers
College Freshman and Other College
Level English Teachers
Graduate School English Teachers

BIOGRAPHICAL DATA

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
TOTAL FORMS SUBMITTED	172	142	153	467
STATES REPRESENTED				
SOUTH CAROLINA:	(19 OF 169)10.65%	(28 OF 139)20.10%	(14 OF 141)9.93%	(61 OF 452)13.72%
LOUISIANA:	(2 OF 169)1.18%	(2 OF 139)1.40%	(19 OF 141)9.93%	(23 OF 452)5.09%
FLORIDA:	(48 OF 169)28.40%	(24 OF 139)17.30%	(16 OF 141)11.35%	(89 OF 452)19.69%
NEW MEXICO:	(10 OF 169)5.92%	(10 OF 139)7.19%		(24 OF 452)5.31%
TENNESSE:	(19 OF 169)11.24%	(2 OF 139)1.41%		(24 OF 452)5.31%
GEORGIA:	(2 OF 169)1.18%		(3 OF 141)2.13%	(5 OF 452)1.11%
ALASKA:	(2 OF 169)1.18%			(2 OF 452).44%
NEW YORK:	(8 OF 169)4.73%	(3 OF 139)2.20%	(9 OF 141)6.38%	(20 OF 452)4.42%
CALIFORNIA:	(21 OF 169)12.43%	(7 OF 139)5.00%	(4 OF 141)2.84%	(32 OF 452)7.08%
TEXAS:	(12 OF 169)7.10%		(6 OF 141)4.26%	(18 OF 452)3.98%
COLORADO:	(18 OF 169)10.65%	(16 OF 139)11.50%	(7 OF 141)4.96%	(41 OF 452)9.07%
MICHIGAN:	(6 OF 169)3.55%	(19 OF 139)13.70%	(11 OF 141)7.80%	(37 OF 452)8.19%
ARIZONA:	(2 OF 169)1.18%	(5 OF 139)3.60%	(1 OF 141).71%	(8 OF 452)1.77%
OHIO:	(1 OF 169).59%			(1 OF 452).22%
INDIANA:		(3 OF 139)2.20%		(3 OF 452).66%
MARYLAND:		(2 OF 139)1.40%		(3 OF 452).66%
WYOMING:		(1 OF 139).71%		(1 OF 452).22%
ARKANSAS:		(2 OF 139)1.10%		(2 OF 452).44%
KANSAS:		(1 OF 139).71%	(1 OF 141).71%	(2 OF 452).44%
CONNECTICUT:		(3 OF 139)2.20%		(3 OF 452).66%
MONTANA:		(2 OF 139)1.40%		(2 OF 452).44%
ILLINOIS:		(2 OF 139)1.40%	(7 OF 141)4.96%	(9 OF 452)1.99%
KENTUCKY:		(1 OF 139).71%		(1 OF 452).22%
DELEWARE:		(2 OF 139)1.41%		(2 OF 452).44%
WEST VIRGINIA:		(1 OF 139).71%		(1 OF 452).22%
PENNSYLVANIA:		(3 OF 139)2.20%		(3 OF 452).66%
WASHINGTON:			(1 OF 141).71%	(1 OF 452).22%
MISSISSIPPI:			(8 OF 141)5.67%	(8 OF 452)1.77%
ALABAMA:			(9 OF 141)6.38%	(9 OF 452)1.99%

BIOGRAPHICAL DATA

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
NEW JERSEY:			(6 OF 141)4.26%	(6 OF 452)1.33%
UTAH:			(2 OF 141)1.42%	(2 OF 452).44%
NORTH CAROLINA:			(11 OF 141)7.80%	(11 OF 452)2.43%
AVERAGE AGE	37.62 YRS.	40.88 YRS.	45.08 YRS.	40.80 YRS.
SEX				
% MALE	(25 OF 168)14.88%	(30 OF 140)21.42%	(70 OF 141)49.65%	(126 OF 459)27.45%
% FEMALE	(143 OF 168)85.12%	(110 OF 140)78.58%	(71 OF 141)50.35%	(333 OF 459)72.55%
MARITAL STATUS				
% MARRIED	(121 OF 165)77.33%	(92 OF 138)66.67%	(99 OF 141)70.21%	(321 OF 455)70.55%
% NOT MARRIED	(44 OF 165)26.67%	(46 OF 138)33.33%	(42 OF 141)29.79%	(134 OF 455)29.45%
AVERAGE # OF CHILD.	1.51/PERSON	1.61/PERSON	1.61/PERSON	1.57/PERSON
% WITH 0:	(34 OF 132)25.76%	(30 OF 112)26.78%	(25 OF 114)21.93%	(94 OF 369)25.47%
1:	(26 OF 132)19.70%	(17 OF 112)15.17%	(26 OF 114)22.81%	(70 OF 369)18.97%
2:	(43 OF 132)32.58%	(36 OF 112)32.14%	(46 OF 114)42.98%	(127 OF 369)34.42%
3:	(21 OF 132)15.91%	(25 OF 112)22.32%	(10 OF 114)8.77%	(59 OF 369)15.99%
4:	(6 OF 132)4.55%	(4 OF 112)3.57%	(3 OF 114)2.63%	(13 OF 369)3.52%
5 OR MORE:			(4 OF 114)3.51%	(4 OF 369)1.08%
RACE				
% AMERICAN INDIAN:	(4 OF 163)2.45%	(2 OF 129)1.55%		(7 OF 437)1.60%
% BLACK	(9 OF 163)5.52%	(16 OF 129)12.40%	(10 OF 135)7.41%	(35 OF 437)1.14%
% ORIENTAL:	(2 OF 163)1.23%	(1 OF 129).77%	(2 OF 135)1.48%	(5 OF 437)1.14%
% CAUCASIAN:	(146 OF 163)89.57%	(110 OF 129)85.27%	(122 OF 135)90.37%	(386 OF 437)88.33%
% OTHER:	(2 OF 163)1.23%	(4 OF 129)3.10%	(1 OF 135).7%	(8 OF 437)1.83%
% WITH DEGREE OF				
BA:	(55 OF 165)33.33%	(40 OF 141)28.36%		(98 OF 460)21.30%
BS:	(42 OF 165)25.45%	(9 OF 141)6.38%		(54 OF 460)11.74%
MA:	(24 OF 165)14.55%	(42 OF 141)29.78%	(36 OF 147)25.17%	(105 OF 460)22.83%

BIOGRAPHICAL DATA

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
MS:	(15 OF 165)9.10%	(13 OF 141)9.21%	(6 OF 147)4.20%	(36 OF 460)7.83%
MED:	(26 OF 165)15.76%	(23 OF 141)16.31%	(10 OF 147)6.99%	(60 OF 460)12.83%
DA:	(3 OF 165)1.82%			(3 OF 460).65%
DED:	(2 OF 165)1.21%	(2 OF 141)1.41%	(6 OF 147)4.20%	(10 OF 460)2.17%
PHD:		(3 OF 141)2.12%	(77 OF 147)53.85%	(80 OF 460)17.39%
OTHER:	(3 OF 165)1.82%	(9 OF 141)6.38%	(8 OF 147)5.44%	(20 OF 460)4.35%
MAJOR AREA OF STUDY				
ENGLISH:	(22 OF 130)16.92%	(71 OF 102)69.90%	(84 OF 109)77.06%	(178 OF 348)51.15%
ENGLISH LIT.:			(8 OF 109)7.34%	(10 OF 348)2.87%
EDUCATION:	(9 OF 130)6.92%	(3 OF 102)2.94%	(1 OF 109).92%	(12 OF 348)3.45%
ELEM. EDUC.:	(50 OF 130)38.46%	(1 OF 102).98%		(52 OF 348)14.94%
READING:	(6 OF 130)4.62%	(1 OF 102).98%	(3 OF 109)2.75%	(9 OF 348)2.59%
PSYCHOLOGY:	(5 OF 130)3.85%			(5 OF 348)1.44%
HISTORY:	(5 OF 130)3.85%	(2 OF 102)1.96%		(8 OF 348)2.30%
SEC. EDUC.:		(4 OF 102)3.92%		(4 OF 348)1.15%
AVERAGE # YRS TEACHING	12.89 YRS.	14.24 YRS.	17.19 YRS.	14.54 YRS.
AVERAGE SALARY	$20,106.97	$22,796.90	$22,114.06	$21,623.23
TENURE				
% TENURED	(118 OF 161)73.29%	(100 OF 129)77.52%	(100 OF 138)72.46%	(324 OF 428)75.70%
% NOT TENURED:	(43 OF 161)26.71%	(29 OF 129)22.48%	(38 OF 138)27.54%	(114 OF 428)26.63%
UNION				
% BELONGING TO:	(64 OF 143)44.76%	(63 OF 122)51.46%	(31 OF135)22.96%	(160 OF 410)39.02%
% NOT BELONGING:	(79 OF 143)55.24%	(59 OF 122)48.36%	(104 OF 135)77.04%	(250 OF 410)60.98%
Q.8 JOGGING				
YES:	(39 OF 166)23.49%	(33 OF 142)23.24%	(41 OF 138)29.71%	(116 OF 455)25.50%
DURATION:	3.77 YRS/PERSON	4.39 YRS/PERSON	4.97 YRS./PERSON	4.39 YRS./PERSON
NO:	(127 OF 166)76.51%	(109 OF 142)76.76%	(97 OF 138)70.29%	(341 OF 455)74.95%
Q.9 AVERAGE # OF MOVIES SEEN IN PAST 6 MONS.	3.01/PERSON	3.78/PERSON	3.77/PERSON	3.47/PERSON

BIOGRAPHICAL DATA

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.48 DO YOU SMOKE				
YES:	(22 OF 168)13.10%	(33 OF 141)23.40%	(33 OF 144)22.92%	(89 OF 464)19.18%
NO:	(140 OF 168)83.33%	(101 OF 141)71.63%	(103 OF 144)71.53%	(353 OF 464)76.08%
SOMETIMES:	(6 OF 168)3.57%	(7 OF 141)4.97%	(8 OF 144)5.56%	(22 OF 464)4.74%
Q.49 CHANGED EATING HABITS IN PAST 5 YEARS				
YES:	(85 OF 164)51.83%	(73 OF 137)53.29%	(61 OF 142)42.96%	(225 OF 452)49.78%
NO:	(79 OF 164)48.17%	(64 OF 137)46.71%	(81 OF 142)57.04%	(227 OF 452)50.22%

ATTITUDES ABOUT WORK

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.2 CIRCUMSTANCES SURROUNDING TEACHING				
MORE ENCOURAGED:	(81 OF 155)52.26%	(72 OF 137)53.55%	(58 OF 126)46.03%	(216 OF 426)50.70%
MORE DISCOURAGED:	(74 OF 155)47.74%	(65 OF 137)47.45%	(68 OF 126)53.97%	(210 OF 426)49.30%
Q.3 WORK SATIS. NOW COMPARED TO 5 YRS AGO				
MORE:	(65 OF 158)41.14%	(59 OF 137)43.07%	(55 OF 131)41.99%	(184 OF 435)42.30%
LESS:	(54 OF 158)34.18	(48 OF 137)35.04%	(46 OF 131)35.11%	(150 OF 435)34.48%
SAME:	(39 OF 158)24.68%	(30 OF 137)21.89%	(30 OF 131)22.90%	(101 OF 435)23.22%
Q.14 WORKING AT 2 JOBS				
YES:	(28 OF 163)17.18%	(33 OF 136)24.26%	(25 OF 136)18.38%	(86 OF 445)19.33%
NO:	(135 OF 163)82.82%	(103 OF 136)75.74%	(111 OF 136)81.62%	(359 OF 445)80.67%
Q.18 WORK SITUATION GETTING				
BETTER:	(40 OF 159)25.16%	(44 OF 132)33.33%	(50 OF 139)35.97%	(138 OF 439)31.44%
WORSE:	(52 OF 159)32.70%	(38 OF 132)28.79%	(40 OF 139)28.78%	(132 OF 439)30.07%
STAYING SAME:	(67 OF 159)42.14%	(50 OF 132)37.88%	(49 OF 139)35.25%	(169 OF 439)38.49%
Q.19 LIKE TO GO TO WORK				
YES:	(85 OF 170)50.00%	(60 OF 140)42.86%	(69 OF 137)50.36%	(218 OF 463)47.08%
NO:	(5 OF 170)2.94%	(4 OF 140)2.86%	(3 OF 137)2.19%	(12 OF 463)2.59%
SOMETIMES DO/DON'T:	(28 OF 170)16.47%	(27 OF 140)19.26%	(34 OF 137)24.82%	(91 OF 436)19.65%
MOST TIME DO:	(50 OF 170)29.41%	(47 OF 140)33.57%	(28 OF 137)20.44%	(129 OF 436)27.86%
MOST TIME DON'T:	(2 OF 170)1.18%	(2 OF 140)1.43%	(3 OF 137)2.19%	(8 OF 463)1.73%
Q.25 BE ENGLISH TEACHER AGAIN IF COULD DO OVER				
YES:	(69 OF 135)51.11%	(78 OF 134)58.21%	(41 OF 146)28.08%	(189 OF 426)44.36%
NO:	(31 OF 135)22.96%	(25 OF 134)18.66%	(55 OF 146)37.67%	(114 OF 426)26.76%
DON'T KNOW:	(35 OF 135)25.93%	(31 OF 134)23.13%	(50 OF 146)34.25%	(126 OF 426)29.51%
Q.28 LEVEL OF ENTHUS. ABOUT WORK NOW COMPARED TO START				
MORE:	(57 OF 159)35.85%	(48 OF 137)35.04%	(73 OF 143)51.05%	(180 OF 449)40.08%
LESS:	(56 OF 159)35.22%	(55 OF 137)40.15%	(30 OF 143)20.98%	(147 OF 449)32.74%
SAME:	(46 OF 159)28.93%	(34 OF 147)24.81%	(40 OF 143)27.97%	(122 OF 449)27.17%

ATTITUDES ABOUT WORK

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.39 GIVE COMPETENCY TESTS				
YES:	(79 OF 148)53.38%	(87 OF 127)68.50%	(58 OF 129)44.96%	(231 OF 412)56.07%
NO:	(69 OF 148)46.62%	(40 OF 127)31.50%	(71 OF 129)55.04%	(181 OF 412)43.93%
Q.54 WORK CONDITIONS ARE GETTING				
BETTER:	(39 OF 150)26.00%	(32 OF 133)24.06%	(38 OF 134)28.36%	(111 OF 426)26.06%
WORSE:	(28 OF 150)18.67%	(34 OF 133)25.56%	(39 OF 134)29.10%	(103 OF 426)24.18%
SAME:	(83 OF 150)55.33%	(67 OF 133)50.38%	(57 OF 134)42.54%	(212 OF 436)49.76%

WHAT MAKES A DIFFERENCE IN YOUR WORK

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.12 IMPORTANCE OF PROF. JOURNS AND PERIODICALS				
NONE:	(16 OF 168)9.52%	(14 OF 142)9.86%	(7 OF 122)5.74%	(37 OF 443)8.80%
SOME:	(90 OF 168)53.57%	(89 OF 142)62.68%	(62 OF 122)50.82%	(246 OF 443)55.53%
A LOT:	(47 OF 168)27.98%	(25 OF 142)17.61%	(19 OF 122)30.33%	(95 OF 443)21.45%
ESSENTIAL:	(15 OF 168)8.93%	(14 OF 142)9.86%	(34 OF 122)27.87%	(63 OF 443)14.22%
Q.23 GIVEN MOST WORK ASST. IN THE LAST YEAR				
BOOK(S):	(21 OF 114)18.42%	(20 OF 95)21.05%	(35 OF 101)34.65%	(77 OF 320)24.06%
PROF. JOURS.:	(23 OF 114)20.18%	(30 OF 95)31.58%	(40 OF 101)39.60%	(94 OF 320)29.38%
CURR. GUIDE/SYLLABUS:	(29 OF 114)25.44%	(43 OF 95)45.26%	(9 OF 101)8.91%	(82 OF 320)25.63%
PERSON:	(75 OF 114)65.79%	(43 OF 95)45.26%	(49 OF 101)48.52%	(174 OF 320)54.38%
Q.43 SUPERIOR ACKNOWLEDGE YOUR WORK				
YES:	(94 OF 131)71.76%	(90 OF 124)72.58%	(99 OF 128)77.34%	(286 OF 386)74.09%
NO:	(37 OF 131)28.24%	(34 OF 124)27.42%	(29 OF 128)22.66%	(100 OF 386)25.91%

PERCEPTIONS ABOUT YOUR WORK

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.30 MOOD OF COLLEAGUES				
ENTHUSIASTIC:	(16 OF 150)10.67%	(21 OF 119)17.65%	(7 OF 126)5.56%	(45 OF 402)11.19%
HOPEFUL:	(58 OF 150)38.67%	(43 OF 119)36.13%	(40 OF 126)31.75%	(145 OF 402)36.07%
INDIFFERENT:	(24 OF 150)16.00%	(13 OF 119)11.01%	(20 OF 126)15.87%	(58 OF 402)14.43%
DISENCHANTED:	(46 OF 150)30.67%	(32 OF 119)26.89%	(52 OF 126)41.27%	(131 OF 402)32.59%
DEEPLY DISTRESSED:	(6 OF 150)4.00%	(10 OF 119)8.40%	(7 OF 126)5.56%	(23 OF 402)5.72%
Q.56 THINK YOU ARE				
VERY SUCCESSFUL:	(38 OF 166)22.89%	(27 OF 140)19.43%	(31 OF 139)22.30%	(98 OF 455)21.54%
SUCCESSFUL:	(92 OF 166)55.42%	(72 OF 140)51.80%	(66 OF 139)47.48%	(236 OF 455)51.87%
SOMEWHAT:	(34 OF 166)20.48%	(36 OF 140)25.90%	(40 OF 139)28.78%	(112 OF 455)24.62%
NOT VERY:	(2 OF 166)1.21%	(4 OF 140)2.88%	(2 OF 139)1.44%	(8 OF 455)1.76%
NOT AT ALL:				

EMPLOYMENT

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.11 QUIT JOB IF COULD AFFORD TO				
YES:	(38 OF 169)22.49%	(33 OF 140)23.57%	(28 OF 140)20.00%	(103 OF 460)22.39%
NO:	(74 OF 169)43.79%	(63 OF 140)45.00%	(74 OF 140)52.86%	(215 OF 460)46.73%
DON'T KNOW:	(57 OF 169)33.72%	(44 OF 140)31.43%	(38 OF 140)27.14%	(142 OF 460)30.87%
Q.14 WORKING AT 2 JOBS				
YES:	(28 OF 163)17.18%	(33 OF 136)24.26%	(25 OF 136)18.38%	(86 OF 445)19.33%
NO:	(135 OF 163)82.82%	(103 OF 136)75.74%	(111 OF 136)81.62%	(359 OF 445)80.67%
Q.37 LIKE TO RETIRE EARLY				
YES:	(63 OF 157)40.13%	(46 OF 139)33.09%	(46 OF 141)32.62%	(160 OF 446)35.87%
NO:	(38 OF 157)24.20%	(45 OF 139)32.37%	(51 OF 141)36.17%	(134 OF 446)30.05%
DON'T KNOW:	(56 OF 157)35.67%	(48 OF 139)34.53%	(44 OF 141)31.21%	(152 OF 446)34.08%
Q.41 SALARY FAIR AND EQUITABLE				
YES:	(45 OF 159)28.30%	(35 OF 137)25.55%	(45 OF 137)32.85%	(129 OF 443)29.12%
NO:	(104 OF 159)65.41%	(97 OF 137)70.80%	(81 OF 137)59.12%	(288 OF 443)65.01%
DON'T KNOW:	(10 OF 159)6.29%	(5 OF 137)3.65%	(11 OF 137 8.03%	(26 OF 443)5.87%
Q.55 LOOKING FOR ANOTHER JOB				
YES:	(17 OF 161)10.56%	(25 OF 137)18.25%	(20 OF 134)14.93%	(65 OF 443)14.67%
NO:	(144 OF 161)89.44%	(112 OF 137)81.75%	(114 OF 134)85.07%	(378 OF 443)85.33%

PROFESSION

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.1 STATE OF AFFAIRS				
OPTIMISTIC	(94 OF 162)58.02%	(85 OF 141)60.30%	(60 OF 136)44.12%	(242 OF 448)54.02%
PESSIMISTIC:	(30 OF 162)18.52%	(31 OF 141)21.96%	(47 OF 136)34.56%	(110 OF 448)24.55%
NEUTRAL:	(36 OF 162)22.22%	(25 OF 141)17.73%	(15 OF 136)21.32%	(78 OF 448)17.41%
INDIFFERENT:	(2 OF 162)1.24%			(3 OF 448).67%
Q.29 HEALTH OF PROF.				
VERY HEALTHY:	(12 OF 148)8.11%	(13 OF 135)9.63%	(8 OF 133)6.02%	(33 OF 425)7.77%
HEALTHY:	(42 OF 148) 28.38%	(58 OF 135)42.96%	(30 OF 133)22.56%	(130 OF 425)31.20%
SOMEWHAT:	(78 OF 148)52.70%	(53 OF 135)39.26%	(56 OF 133)42.11%	(187 OF 425)44.90%
NOT:	(16 OF 148)10.81%	(11 OF 135)8.15%	(39 OF 133)29.32%	(69 OF 425)16.24%
Q.34 MOST COMMON VERBS OF LOCO-MOTION				
MEANDERING:	(34 OF 113)30.09%	(31 OF 119)26.05%	(31 OF 117)26.50%	(96 OF 351)27.35%
WALKING:	(26 OF 113)23.01%	(29 OF 119)24.37%	(25 OF 117)21.37%	(80 OF 351)22.79%
SAUNTERING:	(10 OF 113)8.85%	(4 OF 119)3.36%	(9 OF 117)7.69%	(23 OF 351)6.55%
CRAWLING:	(5 OF 113)4.42%	(6 OF 119)5.04%	(9 OF 117)7.69%	(22 OF 351)6.27%
SKIPPING:	(5 OF 113)4.42%			(5 OF 351)1.43%
JUMPING:	(4 OF 113)3.54%	(4 OF 119)3.36%		(8 OF 351)2.28%
LIMPING:	(3 OF 113)2.65%		(2 OF 117)1.71%	(5 OF 351)1.43%
STRUGGLING:		(3 OF 119)2.52%		(3 OF 351).85%
RUNNING:		(4 OF 119)3.36%		(4 OF 351)1.14%
RUNNING IN PLACE:			(2 OF 117)1.71%	(2 OF 351).57%
STAGGERING:			(3 OF 117)2.56%	(3 OF 351).85%
Q.59 WHAT IS YOUR MOOD				
ENTHUSIASTIC:	(35 OF 162)21.47%	(31 OF 136)22.79%	(18 OF 136)13.24%	(84 OF 445)18.88%
HOPEFUL:	(95 OF 162)58.28%	(70 OF 136)51.47%	(68 OF 136)50.00%	(239 OF 445)53.71%
INDIFFERENT:	(4 OF 162)2.45%	(3 OF 136)2.21%	(6 OF 136)4.41%	(13 OF 445)2.92%
DISENCHANTED:	(19 OF 162)11.66%	(22 OF 136)16.19%	(13 OF 136)9.56%	(34 OF 445)7.64%
DEEPLY DISTRESSED:		(1 OF 136).71%		(7 OF 445)1.57%

PROFESSIONAL ORGANIZATIONS

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.12 IMPORTANCE OF PROF. JOURNS AND PERIODICALS				
NONE:	(16 OF 168)9.52%	(14 OF 142)9.86%	(7 OF 122)5.74%	(37 OF 443)8.80%
SOME:	(90 OF 168)53.57%	(89 OF 142)62.68%	(62 OF 122)50.82%	(246 OF 443)55.53%
A LOT:	(47 OF 168)27.98%	(25 OF 142)17.61%	(19 OF 122)30.33%	(95 OF 443)21.45%
ESSENTIAL:	(15 OF 168)8.93%	(14 OF 142)9.86%	(34 OF 122)27.87%	(63 OF 443)14.22%
Q.32 RECEIVED TRAVEL SUPPORT MONEY				
YES:	(21 OF 153)13.73%	(28 OF 138)20.29%	(80 OF 140)57.14%	(129 OF 441)29.25%
NO:	(59 OF 153)38.56%	(54 OF 138)39.13%	(26 OF 140)18.57%	(145 OF 441)32.88%
DIDN'T ASK:	(73 OF 153)47.71%	(56 OF 138)40.58%	(34 OF 140)24.29%	(167 OF 441)37.87%
Q.33 AMOUNT OF EXPSES PAID FOR				
ALL:	(13 OF 21)61.90%	(10 OF 28)35.71%	(19 OF 80)23.75%	(42 OF 129)32.56%
MOST:	(4 OF 21)19.05%	(12 OF 28)42.86%	(41 OF 80)51.25%	(57 OF 129)44.19%
LESS THAN 1/2:	(4 OF 21)19.05%	(6 OF 28)21.43%	(20 OF 80)25.00%	(30 OF 129)23.26%
BIO NATNL CONF ATTND. IN LAST YEAR				
% YES	(23 OF 156)14.84%	(20 OF 133)15.04%	(63 OF 139)45.32%	(170 OF 438)24.43%
% NO:	(132 OF 156)85.16%	(113 OF 133)84.96%	(76 OF 139)54.68%	(321 OF 438)75.67%
BIO STATE/REGNL CONF ATTND IN LAST YR.				
% YES:	(48 OF 151)31.79%	(54 OF 126)42.86%	(85 OF 134)63.43%	(190 OF 421)45.13%
% NO:	(103 OF 151)68.21%	(72 OF 126)57.14%	(49 OF 134)36.57%	(231 OF 421)54.87%
BIO PROFESSIONAL ORGS.				
% BELONGING TO:	(114 OF 161)70.81%	(104 OF 133)78.20%	(131 OF 138)94.93%	(353 OF 442)79.86%
% NOT BELONGING:	(47 OF 161)29.19%	(29 OF 133)21.80%	(7 OF 138)5.07%	(89 OF 442)20.14%

COMPUTER

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.45 OWN A COMPUTER				
YES:	(21 OF 170)12.35%	(10 OF 142)7.04%	(18 OF 142)12.68%	(49 OF 465)10.54%
NO:	(72 OF 170)42.35%	(52 OF 142)36.62%	(60 OF 142)42.25%	(190 OF 465)40.86%
NO, BUT WOULD LIKE TO:	(67 OF 170)39.44%	(60 OF 142)42.25%	(60 OF 142)42.25%	(192 OF 465)41.29%
HAVEN'T THOUGHT ABOUT IT:	(10 OF 170)5.88%	(20 OF 142)14.08%	(4 OF 142)2.82%	(34 OF 465)7.31%
Q.46 USE COMPUTER IN CLASSROOM				
YES:	(23 OF 168)13.69%	(3 OF 141)2.13%	(15 OF 139)10.79%	(41 OF 456)8.99%
NO:	(145 OF 168)86.31%	(138 OF 141)89.21%	(124 OF 139)89.21%	(415 OF 456)91.01%
Q.46 (a) COMPUTERS IN YOUR SCHOOL				
YES:	(136 OF 161)84.47%	(128 OF 135)95.56%	(131 OF 134)97.76%	(398 OF 436)91.28%
NO:	(25 OF 161)15.53%	(6 OF 135)4.44%	(3 OF 134)2.24%	(38 OF 436)8.72%
Q.47 USE COMPUTERS IN CLASS OF YOUR WORK IN THE FUTURE				
YES:	(72 OF 152)47.37%	(65 OF 131)49.62%	(78 OF 134)58.21%	(219 OF 426)51.41%
NO:	(23 OF 152)15.35%	(24 OF 131)18.32%	(36 OF 134)26.87%	(85 OF 426)19.95%
DON'T KNOW:	(57 OF 152)37.50%	(42 OF 131)32.06%	(20 OF 134)14.93%	(122 OF 426)28.64%

MISCELLANEOUS

ITEM	GROUP I	GROUP II	GROUP III	WHOLE GROUP
Q.13 AVERAGE # OF HOURS SPENT OUTSIDE OF CLASS ON TEACHING RELATED WORK	9.84 HRS./PERSON	12.47 HRS./PERSON	27.08 HRS./PERSON	15.74 HRS./PERSON
Q.53 ENROLLED ON COLLEGE OR UNIVERSITY COURSE CONNECTED TO YOUR WORK				
YES:	(56 OF 162)34.58%	(43 OF 135)31.85%	(22 OF 140)15.71%	(125 OF 448)27.90%
NO:	(106 OF 162)65.42%	(92 OF 135)68.15%	(118 OF 140)84.29%	(323 OF 448)72.10%

PERCENTAGE OF QUESTIONNAIRES RETURNED: (467 OF 800)58.37%

ELEMENTARY LEVEL TEACHERS

RESPONSES TO QUESTIONS REQUIRING WRITE-IN ANSWERS

TABLE I

SINGLE MOST PREDOMINANT ISSUE
PROFESSIONAL ORGANIZATIONS SHOULD
BE ATTENDING TO
(Q.15)*

ISSUE	DESCRIPTION
1. TEACHING OF WRITING	The most often listed issue for elementary teachers was the teaching of writing. Thirty-one (31) responses grouped themselves into putting writing into elementary classrooms, learning how to put new theory in writing into practice in elementary classrooms, how to relate the teaching of writing to the teaching of reading, how to improve students' writing in elementary classrooms, how to teach writing as contrasted to teaching grammar, rules, formulas, etc., how to teach the process of writing, how to include more writing in elementary classrooms.
2. TEACHING BASIC SKILLS/ LITERACY/HOLDING TO STANDARDS OF LITERACY	Twenty-one (21) persons listed the issue of how to teach basic skills, how to teach so that children leave school being literate, how to maintain standards of literacy and teach toward those standards, how to stress basic skills in the classroom, how to teach grammar, how to use labs to improve basic skills.
3. IMPROVED AND EFFECTIVE TEACHER TRAINING	Sixteen (16) times this issue appeared in answer to question #15: providing teachers with new techniques, better methods, etc.; assisting teachers in finding meaningful ways to teach English; training teachers in the integration of theory and research into practice; training teachers to meet the challange of today, training teachers in new curriculum areas, in coordination of interdisciplinary areas, in knowing how to teach, in how to teach writing.
4. IMPROVED CURRICULUM AND IMPROVED TEXTBOOKS	Ten (10) teachers responded that an improved curriculum and improved textbooks were the most critical issue in their work. Answers included remarks such as work out curriculum

ISSUE	DESCRIPTION
4. (continued)	guides divided into general and optional, prepare curriculums that have skill development sequences, integrate all parts of "English" into a unified curriculum, have textbooks which are improved, have curriculum that is interrelated to other subjects in the school.
5. STUDENT MOTIVATION	Nine (9) responses listed the most important issue in words such as how to help students have good study habits, how to teach so that students have enough time to master everything, how to raise attention level of students, how to encourage students, how to discipline students, how to improve student attitudes.
6. THE PUBLIC'S INVOLVEMENT IN EDUCATION	Eight (8) teachers listed things such as these as the main issue for them: how to get parents involved in school activities, how to educate the public on what they can do at home to help students, how to move beyond the threat of nuclear war, how to have home influence school favorably, how to make teachers equal in the public's eyes to other professions, how to make the public aware of the complexities of teaching, how to educate the public to the importance of upgrading teachers' status and salary.
7. WORKING CONDITIONS INCLUDING SALARY	Seven (7) persons said that their working conditions, especially too large classes, too few aids and support persons, work load and professionalism issues were their main concern. The need for smaller classes was the overriding predominant item listed in these answers.

* The following footnote applies to this table and to the tables on the following pages: 16, 17, 18, 19, 22, 23, 24.

(These are the most frequently mentioned responses to the question listed in descending order of occurrence)

Q.15 What is the single most predominant issue you think professional organizations in the field of English should be attending to?

TABLE II

OTHER ISSUES PROFESSIONAL ORGANIZATIONS SHOULD HAVE AS A TOP PRIORITY FOR THEIR WORK (Q.16)

ISSUES
1. Working conditions including salary and smaller classes
2. Need for positive public involvement in education
3. Teacher training
4. Curriculum development
5. Teacher accountability for their own competence
6. Research needed, especially as applied to practice
7. Place of tests in curriculum
8. Teaching basic skills/literacy
9. Bilingual education
10. Writing
11. Reading and commuication

Q.16 What are four other issues that you think professional organizations should have as a top priority for their work?

TABLE III

CENTRAL ISSUES IN THE ENGLISH PROFESSION
IN THE NEXT FIVE YEARS
(Q.22)

ISSUES
1. The teaching of writing
2. The teaching of basic skills and literacy
3. The teaching of reading
4. Teacher accountability
5. Use of computers in classroom
6. Working conditions
7. Bilingual education
8. More creativity in classroom
9. Coordination of English with science and math
10. Teaching gifted students
11. Remedial education

Q.22 What do you think will be the central issues in the English profession in the next five years?

TABLE IV

SINGLE THING THAT WOULD MAKE
THE MOST DIFFERENCE FOR ME IN MY WORK
(Q.6)

RESPONSES

1. Working conditions (smaller classes, improved salary, more support, more time, etc.)
2. Positive public participation in education
3. Improved student attitudes
4. Curriculum development
5. Better textbooks
6. More creativity in classroom
7. Teacher training
8. Coordination of English with other subjects
9. Bilingual education
10. Writing, reading, and computers

Q.6 What single thing would make the biggest difference for you in your work--i.e., if you could have one thing happen in connection with your work of teaching English to make your life better in this regard, what would that one thing be?

TABLE V

MOST EXCITING/STIMULATING THING LEARNED
IN PAST YEAR RELATED TO TEACHING OF ENGLISH
(Q.42)

RESPONSES
1. Learning how to teach writing more effectively, creatively
2. Learning new teaching techniques
3. Learning new ways to teach literature and reading of literature
4. Integrating interdisciplinary areas into English

Q.42 What has been the most exciting/stimulating thing you have learned in the past year that relates to your teaching of English?

TABLE VI

OPINION OF COMPETENCY TESTS
(Q.38)

GENERAL IMPRESSIONS:

1. Attitudes range from:

   a) Idealistically they sound good

   b) Practically they are time consuming

   c) Ugh!, they are coming

   d) I don't mind

   e) I like the idea

2. Overall attitude:

   Elementary school English teachers are not opposed to them when they are:

   1. Used appropriately

   2. Claimed as measuring what they do and what they don't

   3. Regarded as the particular indication of performance that they are.

Q.38 What is your opinion of competency tests?

TABLE VII

THINGS PUBLISHERS OF TEXTBOOKS
SHOULD KNOW
(Q.50)

GENERAL RESPONSES

1. Teachers are interested in lasting, quality materials
2. Need more practical material
3. Get to the real world
4. Children love fables, myths, even fairy tales
5. It takes a lot to motivate a student these days
6. Provide more creative writing projects
7. Give more examples
8. Pay more attention to the process of reading and writing than to phonics, workbooks, drills, etc.

OVERALL IMPRESSIONS

1. Elementary school English teachers are not pleased with the textbooks they have now
2. Present textbooks are surface, slick and "current" at superficial levels
3. Textbooks which propose rote exercises and drills are not liked

Q.50 What would you like for publishers of textbooks to know?

SECONDARY LEVEL TEACHERS

COLLEGE/UNIVERSITY LEVEL TEACHERS

RESPONSES TO QUESTIONS REQUIRING WRITE-IN ANSWERS

TABLE I

SINGLE MOST PREDOMINANT ISSUE
PROFESSIONAL ORGANIZATIONS SHOULD
BE ATTENDING TO
(Q.15)

GROUP	ISSUE
Secondary	THE QUALITY OF TEACHERS
College/University	WRITING AND WRITING INSTRUCTION

Q.15 What is the single most predominant issue you think professional organizations in the field of English should be attending to?

TABLE II

ISSUES OF TOP PRIORITY DESTINED
TO DOMINATE THE FIELD FOR THE
NEXT FIVE YEARS
(Q.16 AND Q.22)

SECONDARY

1. Reducing class size and workloads
2. Improving public support and respect for education
3. Teaching of writing
4. Raising standards for students
5. Improving teachers' salaries
6. Improving students' reading abilities
7. Improving working conditions and teachers' morale
8. Dealing with the relationship of computers and English teaching
9. Improving and updating classroom practices

Q.16 What are four other issues that you think professional organizations should have as a top priority for their work?

Q.22 What do you think will be the central issues in the English profession in the next five years?

TABLE III

ISSUES OF TOP PRIORITY DESTINED
TO DOMINATE THE FIELD FOR THE
NEXT FIVE YEARS
(Q.16 AND Q.22)

COLLEGE/UNIVERSITY

1. Quality of teachers at ALL levels
2. Dealing with the relationship of computers and technology to English teaching
3. The place of Humanities and Liberal Arts in academia and society
4. Improving public support and respect for education in general and in English, in particular
5. Improving salaries
6. Improving basic literacy
7. Reducing class sizes and workloads, especially for writing courses
8. Emphasizing and rewarding good teaching
9. Raising standards for students

Q.16 What are four other issues that you think professional organizations should have as a top priority for their work?

Q.22 What do you think will be the central issues in the English profession in the next five years?

TABLE IV

OPINION OF COMPETENCY TESTS
(Q.38)

SECONDARY

Of the teachers who answered the question:

62% were FOR their use
38% were AGAINST their use

55% answered the question of competency tests in general

28% answered the question of competency tests for teachers

17% answered the question of competency tests for students

COLLEGE/UNIVERSITY

Of the teachers who answered the question:

70% were FOR their use
30% were AGAINST their use

97% answered the question of competency tests for students

3% answered the question of competency tests for teachers (for public school teachers, not college teachers)

Q.38 What is your opinion of competency tests?

COMPARISON TABLES FOR ALL THREE GROUPS

COMPARISON TABLE I

SINGLE MOST PREDOMINANT ISSUE
PROFESSIONAL ORGANIZATIONS
SHOULD BE ATTENDING TO
(Q.15)

GROUP	ISSUE
Elementary and Middle School Language Arts Teachers	THE TEACHING OF WRITING
Junior and Senior High School English Teachers	THE QUALITY OF TEACHERS
College/University Level English Teachers	WRITING AND WRITING INSTRUCTION

Q.15 What is the single most predominant issue you think professional organizations in the field of English should be attending to?

COMPARISON TABLE II

ISSUES CENTRAL TO ENGLISH PROFESSION IN THE NEXT 5 YEARS (Q. 22)

	GROUP I	GROUP II	GROUP III
1.	The teaching of writing	Improving the quality of teachers	Writing and writing programs
2.	The teaching of basic skills and literacy	Reducing class sizes and workloads	Quality of teachers at all levels
3.	The teaching of reading	Improving public support and respect for education	Dealing with the relationship of computers and technology to teaching English
4.	Teacher accountability	Teaching of writing	The place of Humanities and Liberal Arts in academia and society
5.	Use of computers in classroom	Raising standards for students	Improving public support and respect for education in general and in English, in particular
6.	Working conditions	Improving teachers' salaries	Improving salaries

COMPARISON TABLE II
(CONTINUED)

GROUP I	GROUP II	GROUP III
7. Bilingual education	Improving students' reading abilities	Improving basic literacy
8. More creativity in classroom	Improving working conditions and teachers' morale	Reducing class size and workloads, especially for writing courses
9. Coordination of English with science and math	Dealing with the relationship of computers to English teaching	Emphasizing and rewarding good teaching
10. Teaching gifted students	Improving and updating classroom practices	Raising standards for students
11. Remedial education		

Q.22 What do you think will be the central issues in the English profession in the next five years?

SUPPLEMENT TO STATISTICAL INFORMATION

REFERENCE

Below, for purposes of clarification, a listing of questions which correspond to the question numbers in the statistical portion of this report has been provided.

48. Do you smoke?

49. Have you changed your eating habits in the past five years?

2. Are your more encouraged or more discouraged about the circumstances surrounding your teaching than five years ago?

3. Do you get more satisfaction, less satisfaction, the same satisfaction from your work than you did five years ago?

14. Do you work at more than one job?

18. Is the situation in which you work getting better, worse, staying the same?

19. Do you like to go to work?

25. If you had to do it all over again, would you be an English teacher?

28. Do you feel more enthusiastic, less enthusiastic, the same level of enthusiasm about your work as you did when you began teaching?

39. Do you give competency tests?

54. Are working conditions for you getting better, worse, staying the same?

12. How important to your work are professional periodicals, journals, etc.?

23. What has given you the most assistance in your work in the past twelve months?

43. Does your superior acknowledge your work?

30. What is the mood of your colleagues?

56. Do you think you are very successful, successful, somewhat successful, not very successful, not successful at all in accomplishing your goals in your work?

11. If you could afford to quit your job today, would you?

14. Do you work at more than one job?

37. Would you like to retire early?

41. Do you think your salary is fair and equitable?

55. Are you looking for another job?

1. Would you say you are optimistic, pessimistic, neutral, indifferent about the conditions and state of affairs in the teaching of English?

29. What is the state of health you would assign to the profession of teaching English?

34. If you had to assign a verb of locomotion to the English profession, what would that verb be?

59. Finally, what is your mood about the teaching profession?

32. Did you receive any travel money this past year to support your attending a Professional Convention?

33. If you did receive travel money this past year to attend a Professional Meeting, did this money pay all your expenses, most of your expenses, less than half your expenses?

45. Do you own a computer?

46. Do you use a computer in your classroom? Are computers used in your school?

47. Do you plan to use computers in your teaching or in your work in the future?

13. How many hours a week outside the classroom do you work in teaching-related activities?

53. Are you now enrolled in a college or university course connected to your work?